

<p>1 BY ATTORNEY NICHOLS: 2 Q Now, may I ask you just the gist 3 of your testimony, if you can remember? 4 A Well, it was four and a half 5 hours long. I mean, could you be a 6 little more specific? 7 Q Well, I mean the specific issue, 8 the issue that you addressed in your 9 testimony. Do you remember? 10 A What issue are you referring to? 11 Q When you testified. I don't 12 know. I haven't read that transcript. 13 I'm asking you. You said you testified 14 and I'm just simply asking you for just 15 the gist of what you testified about. 16 Do you remember? If you don't --- 17 A It would have been, you know, in 18 regards to the action plan, the 19 unsatisfactory ratings, steps that were 20 in place for Mrs. de Leon. Basically, 21 kind of what I went through today is 22 what --- 23 Q Was Ms. de Leon's emotional 24 state an issue in that particular 25 proceeding, do you know?</p>	<p>1 standing; 2 Q Would I be wrong if I said that 3 I have a sneaky suspicion the reason 4 why she did not receive that negative 5 evaluation until March 28th ---? 6 A Unsatisfactory? 7 Q Right. Is that it was given 8 only after the doctor had determined 9 that she was able to return to work? 10 Would my suspicion be wrong? 11 A Absolutely. Absolutely. 12 Q All right. Did you testify at 13 the arbitration proceeding over which 14 Arbitrator Duff presided? 15 A Yes. 16 Q You participated? 17 A Yes. That would have been the 18 first arbitration for the first 19 unsatisfactory rating for '01/'02. 20 Q May I ask you --- I don't have 21 the transcript, haven't seen the 22 transcript of that proceeding. 23 ATTORNEY HEATH: 24 Yes, you have, because 25 you gave it to me.</p>
<p>1 ATTORNEY NICHOLS: 2 Arbitrator Duff? 3 ATTORNEY HEATH: 4 Yes. 5 ATTORNEY NICHOLS: 6 I gave you the opinion. 7 ATTORNEY HEATH: 8 I think you gave me the 9 transcript. 10 ATTORNEY NICHOLS: 11 I gave you ---? 12 ATTORNEY HEATH: 13 There's missing pages. 14 ATTORNEY NICHOLS: 15 Is that the Duff ---? 16 ATTORNEY HEATH: 17 Yes. 18 ATTORNEY NICHOLS: 19 Okay. Maybe it's the 20 earlier ones that we haven't 21 gotten. 22 ATTORNEY HEATH: 23 Yes. 24 ATTORNEY NICHOLS: 25 Okay. All right.</p>	<p>1 28th, 2002? It was dated March 18th. 2 A Quite simply, I wasn't able to 3 because Mrs. de Leon did not return and 4 I wasn't able to have a meeting with 5 her because she was no longer at school 6 per doctor's orders. I mean, it's 7 impossible unless I went and knocked on 8 the door, and I don't think I'm the one 9 she wants to see. I mean, she's been, 10 you know, negative with us. 11 Q But she was suspended with pay, 12 so you could have called her anytime; 13 could you have not, right? Before 14 March 28th, she was suspended with pay. 15 A Right. But how is she going 16 to ---? 17 Q She was available to return. 18 A I mean, no offense, but how is 19 she going to sign, you know, the 20 evaluation, and the union rep --- I 21 mean, that's pretty difficult. I mean, 22 it's, you know, five school days she's 23 not in school, so it's almost 24 impossible to, you know, get the 25 signature. And that's where I'm</p>

1 Q Well, if you remember. Was the
2 student?
3 A I can't remember specifically,
4 no. But I ---
5 Q Do you remember, though, that
6 particular student --- one of the
7 students you called forward to
8 corroborate said, no, I didn't hear her
9 call Ms. de Leon, quote, a whore;
10 right?
11 A Uh-huh (yes).
12 Q But I did hear her use another
13 offensive term, right?
14 A Right.
15 Q And did you punish the student
16 for using that language?
17 A Again, I just said that, you
18 know, I don't recall, but --- I
19 believe the student was punished, but I
20 don't recall specifically how the
21 student was punished. It wasn't as
22 severe as, you know, if that student
23 were to call Mrs. de Leon a whore.
24 That would have necessitated a three to
25 five-day suspension, I believe I

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1 against Ms. de Leon.
2 A You know, it depends on the
3 student and the complaints, you know,
4 how the investigation goes. They're
5 investigating, you know. Other
6 students might be called in and
7 questioned, to speak with them and ask
8 them what their experience was and
9 maybe verify, you know, did this
10 actually happen. Is this student
11 telling me the truth? You know, what's
12 going on here? You know, speak to ---
13 Q How did you usually ---?
14 A Can you cite --- if you want to
15 cite a specific --- you know, a lot of
16 different avenues.
17 Q I understand. But I'm more
18 concerned about the procedure by which
19 you would go about conducting an
20 investigation. Invariably, you will
21 conduct an investigation, right?
22 A Yes. I feel, you know, I'm
23 fair, you know, impartial. You know,
24 you listen to the student complaint.
25 If there's more than one student, you

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1 can question other kids from the class,
2 you know, talk to the teacher, find out
3 what's going on. You know, if there's
4 something going on, you have to put
5 steps in place to improve it.
6 Q The one instance, to be more
7 specific, in one instance where I think
8 you say that there was a student, a
9 female student directed a derogatory
10 remark about Ms. de Leon?
11 A Yes.
12 ATTORNEY HEATH:
13 Object to the form.
14 BY ATTORNEY NICHOLS:
15 Q And you then conducted an
16 investigation. And the student that
17 was called to corroborate said that he
18 didn't hear such a word.
19 A I remember.
20 Q Do you recall?
21 A Yes, I remember. I recall.
22 Q Right. So that student was not
23 subject to any kind of sanctioned
24 punishment, right?
25 A Not necessarily.

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1 A Yes, I believe it was.
2 Q What was it; do you recall how
3 it became an issue?
4 A Actually, yeah. There was
5 unwillingness to take administrative
6 directives, directions, suggestions for
7 improvement, often used terms such as
8 fight the administration, things along
9 those lines that would probably be
10 emotional.
11 Q Did you have occasion to read or
12 review Arbitrator Duff's opinion?
13 A It's been so long. I might
14 have. I don't recall. It's over three
15 years.
16 Q Now, I listened carefully to
17 your testimony and you recited several
18 instances where students had lodged
19 complaints against Ms. de Leon. And my
20 question is this. What was your
21 standard operating procedure when you
22 received complaints from any student?
23 How would you go about addressing those
24 complaints? And I'm not concerned in
25 this case whether they were lodged

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<p>Page 206</p> <p>1 testified to. 2 Q Now, some of these students that 3 directed offensive remarks against Ms. 4 de Leon, and that were students who Ms. 5 de Leon sought to sanction and punish 6 and penalize, did you, in the course of 7 your investigation, check with other 8 teachers who had responsibility for the 9 students to find out whether they were 10 also sanctioned by those teachers? 11 ATTORNEY HEATH: 12 Objection to form. First 13 of all, you're saying students 14 that directed comments to Ms. de 15 Leon. If it's not specific, I 16 think it's hard to answer the 17 question. 18 ATTORNEY NICHOLS: 19 Okay. I've been very 20 specific with respect to one --- 21 ATTORNEY HEATH: 22 That's one. 23 ATTORNEY NICHOLS: 24 --- epithet that was 25 directed, called her a whore.</p>	<p>Page 207</p> <p>1 All right. I've been very 2 specific there. 3 ATTORNEY HEATH: 4 Correct. 5 BY ATTORNEY NICHOLS: 6 Q Now, there were other occasions, 7 I understand, that students directed 8 unfavorable remarks against her which 9 implicate her ethnicity, as well. Now, 10 I'm asking this. When these ---? 11 ATTORNEY HEATH: 12 Objection as to time 13 frame, also. 14 ATTORNEY NICHOLS: 15 Excuse me, Counsel? 16 ATTORNEY HEATH: 17 Objection for lack of 18 specificity and there's no time 19 frame. Remember, he only came 20 in 2000. 21 ATTORNEY NICHOLS: 22 I understand. 23 BY ATTORNEY NICHOLS: 24 Q But you did receive more than 25 one complaint, right, of students, Mr.</p>
<p>Page 208</p> <p>1 Higgins? 2 A Yes. 3 Q Of students, right? 4 A Yes. Uh-huh (yes). 5 ATTORNEY HEATH: 6 Complaint is different 7 than Ms. de Leon complaint. 8 A Yeah. 9 ATTORNEY NICHOLS: 10 I'm sorry. What? 11 ATTORNEY HEATH: 12 You asked if he received 13 more than one student complaint. 14 That's a completely a different 15 topic than what you were just 16 talking about, which is Ms. de 17 Leon complaining about students. 18 not vice-versa. You just asked 19 him two different questions. 20 ATTORNEY NICHOLS: 21 You're right. And I'm 22 asking first if the complaints 23 he received from the students 24 concerned Ms. de Leon, that he 25 received from the students and</p>	<p>Page 209</p> <p>1 the parents. That's what I'm 2 asking here. 3 BY ATTORNEY NICHOLS: 4 Q And I'll ask you, when you 5 received those complaints from the 6 students and the parents, how did you 7 go about investigating? You have 8 addressed that in part, I think. 9 A I believe I have, yeah. 10 Q I think you made an effort to 11 address that, how you tried to 12 investigate. All right. Then my other 13 question is, when in the course of 14 conducting an investigation did you 15 involve Ms. de Leon? In investigating 16 such complaints, --- 17 A To discuss --- 18 Q --- did you involve her? 19 A Yes. I asked her questions 20 numerous times about, you know, what 21 went on in the classroom. And the problem 22 I was having is, you know, in regards 23 to some of the investigations where she 24 would --- you know, lodge a complaint 25 against a student that the information</p>

<p>Page 213</p> <p>1 Q Let's move to another thing. 2 A Sure. 3 Q And I don't have many more 4 questions. But I do want to get some 5 clarification on this. As I sat and 6 listened to your testimony dealing with 7 the student complaints and the 8 complaints lodged by the parents of 9 students, I noted that they were --- 10 your response was largely reactive, 11 that is, something would happen in the 12 classroom, or you would get a complaint 13 from a parent, and then you would 14 react. 15 What I'm asking is this, in 16 terms of what, if anything, that you or 17 your colleagues as administrators of 18 the School District do, for instance, 19 formulate a proactive strategy to 20 assist Ms. de Leon to gain control over 21 this class management problem? You see 22 what I'm asking you? Do you understand 23 what I'm asking you? There seems to be 24 a big problem, the recurring problem, 25 class management.</p>	<p>Page 211</p> <p>1 record then, very boldly, what episode 2 you're talking about? 3 A That would be the library 4 episode when students signed out of her 5 classroom and she arrived at her 6 classroom late. I believe I testified 7 that I felt that times were altered on 8 her attendance sheet and did not match 9 up with --- the student that left her 10 room did not match up with the student 11 that signed in at the library, which is 12 the same student. 13 ATTORNEY HEATH: 14 And he already did 15 testify to that. 16 BY ATTORNEY NICHOLS: 17 Q All right. I recall you 18 testifying. Now, the question is are 19 we not quibbling about a matter of 20 minutes, two or three minutes? Are we 21 not? That she said something had 22 occurred, something in X time, and it 23 was just a matter of minutes that 24 separated the two events? You said it 25 occurred --- she said --- but it was</p>
<p>Page 212</p> <p>1 not a wide gap of time. Isn't that 2 really the axis, the crux, of what 3 we're talking about? 4 A No. The point is, it wasn't 5 truthful. I got inaccurate 6 information. 7 Q But it was regarding time; 8 right? That was the essence of it; 9 right? 10 A No. 11 ATTORNEY HEATH: 12 Objection to form. He's 13 trying to answer your question. 14 BY ATTORNEY NICHOLS: 15 Q Go right ahead, Mr. Higgins. 16 A The essence was I felt she was 17 trying to show that she was being 18 harassed by myself and that I was 19 picking at little things. I feel that 20 she changed those times on purpose. 21 And as I investigated, I saw things did 22 not match up on the form, that was her 23 form, and the library's form. 24 Q Okay. 25 A You know, it didn't fit.</p>	<p>Page 210</p> <p>1 I received was either not --- it was 2 not accurate, which made it difficult 3 when, you know, you're trying to 4 support the teacher, and then you're 5 getting inaccurate information. So 6 you're spending, you know, a half hour, 7 an hour, you know, much time 8 investigating each separate situation. 9 Q Now, one last question on this, 10 though. Did you feel on any occasion 11 that Ms. de Leon intentionally gave you 12 wrong information or misleading 13 information? 14 A Yes, I do. 15 Q You feel she misled you? 16 A Yes. 17 Q Intentionally misled you? 18 A Yes. 19 Q As in the information couldn't 20 have been a misinterpretation? 21 A No, no. Absolutely not. I feel 22 that, you know --- one episode sticks 23 out that she did intentionally try to 24 mislead me. 25 Q Well, would you state for the</p>

<p>Page 217</p> <p>1 starting off, until the March 7th 2 observation was culminated, and the 3 March 18th negative evaluation, you 4 gave her good evaluations. 5 ATTORNEY HEATH: 6 Objection. 7 BY ATTORNEY NICHOLS: 8 Q And then the next and last 9 negative evaluation you have her was 10 the first of 2003, January 2003; okay? 11 A Yes. 12 Q And then you just testified --- 13 And then at the intermediate point 14 between the negative evaluation which 15 is dated March 18th, and then the last 16 negative evaluation, in January or 17 February 2003, you gave her, I thought, 18 very satisfactory evaluations and 19 commentary. 20 ATTORNEY HEATH: 21 Objection. 22 BY ATTORNEY NICHOLS: 23 Q Now, the problem I've got it 24 this. I don't understand the whipsaw 25 effect, the wildly different</p>	<p>Page 215</p> <p>1 No. He said the action 2 plan. And I'm asking --- 3 A That's what's encompassed --- 4 ATTORNEY NICHOLS: 5 --- apart from the action 6 plan. 7 A But that's what's encompassed in 8 it, everything. I mean, do you feel 9 there should have been more? 10 BY ATTORNEY NICHOLS: 11 Q No, no. I don't have an 12 opinion. 13 A I don't think I should be asking 14 any questions about --- 15 Q I'm not expressing an opinion as 16 to what should or shouldn't have been. 17 I'm simply posing a question to you, 18 you know, as an administrator. 19 A I felt there was, you know, a 20 lot that was put in place to help Mrs. 21 de Leon. You know, I made numerous 22 suggestions, I did informal 23 observations, you know, I worked with 24 her on the readings in the hopes that 25 you know, it would help her better</p>
<p>Page 216</p> <p>1 address classroom issues. I made 2 suggestions, you know, met with her one 3 on one, so --- 4 Q Right. 5 A --- I feel there was plenty of 6 support there. 7 Q One other question you can help 8 me with, because it is troubling in my 9 mind. Maybe you can help disabuse me 10 of this, what I perceive to be a 11 discontinuity in your evaluation of Ms. 12 de Leon. I have read --- I have looked 13 at all the evaluations before you got - 14 -- it started in 1989 when she started 15 at Cochran, coming forward to 1991 16 when she commenced employment with the 17 School District, 1993 when she was 18 granted tenure, coming forward, and she 19 was evaluated back then by Ms. 20 Templeton, Mr. Deshner, and other 21 people coming forward and up to the 22 time you arrived; okay? 23 A Sure. 24 Q And then I looked at your 25 evaluations. All right. And overall,</p>	<p>Page 214</p> <p>1 A That's what the whole action 2 plan thing was for, was improvement of 3 Mrs. de Leon's classroom and better 4 management in the classroom, better 5 parent relations, better student 6 relations. That's what the entire plan 7 was about from beginning to end, was to 8 improve Mrs. de Leon as a teacher, as 9 an educator, in the classroom, to make 10 her life easier. 11 Q So you put forth the action plan 12 as one tool that you put forth; right? 13 A It was a tool. Absolutely. 14 Q That was a tool. Are there 15 other tools that the District put forth 16 in that --- did they help her as a 17 proactive strategy to help her in this 18 class management problem? 19 ATTORNEY HEATH: 20 Other than the tools that 21 were encompassed in the plan, 22 like the reading and the 23 classroom observations of the 24 other teachers? 25 ATTORNEY NICHOLS:</p>

<p>Page 221</p> <p>1 right? The other three, you say, 2 successfully completed the action plan; 3 is that correct? 4 Absolutely. 5 And the completion of it, 6 successful completion, as you stated, 7 was that within the matter of a year, 8 or semester, or two years? 9 Probably within a matter of a 10 school year, possibly a semester. I 11 mean, over the last six years. 12 QI just got one last concept I 13 want to grapple with here, if I may; 14 all right? 15 AYou're the man asking the 16 questions. 17 QAnd then I will let you go. On 18 this concept of professionalism, it's a 19 term that has been kicked about here, 20 her professionalism, you know. And I 21 think that's one of the things you said 22 you've taken Ms. de Leon to task for. 23 You said she's unprofessional. That's 24 the term you used; is that right? Is 25 that a fair characterization of your</p>	<p>Page 219</p> <p>1 the --- it's a culmination of 2 everything; okay? It's not just the 3 observations. Okay. There were a 4 couple good observations. There was 5 one bad; okay? That's not how it's 6 capped. It's capped from portal to 7 portal, what we're seeing. 8 She was on an action plan. You 9 know, we were trying to assist. She 10 wasn't accepting the action plan and 11 things weren't being done. We saw a 12 pattern. When she started out, Mrs. de 13 Leon would start out the year very 14 well, and then, you know, you get past 15 January into February, things started 16 to break down. Things started to 17 crash. We'll start to get more parent 18 phone calls. This was a pattern. And 19 this is the reason that the action plan 20 was started, because we were trying to 21 break this pattern and to improve Mrs. 22 de Leon as an educator, to give a 23 better quality education to her 24 students. 25 QWhy did you depart from the</p>
<p>Page 220</p> <p>1 regular evaluation/observation 2 sequence? In her case, evaluation came 3 not in June at the conclusion of the 4 school year, it came in March. That 5 was true also when you fired her. It 6 came in April? Why did you depart, or 7 deviate, from the standard sequence? 8 ABecause an unsatisfactory rating 9 can be given at any time. I mean, it 10 was more --- 11 QWas that customary as to how you 12 evaluated other faculty and terminated 13 them? 14 ATerminated them? 15 ATTORNEY HEATH: 16 Objection. Lacks 17 foundation. You may answer. 18 AThey were on action plans, but 19 they met the action plan. They moved 20 on. They were not terminated. 21 BY ATTORNEY NICHOLS: 22 QLet me ask you this, then. Of 23 the four people who were placed on an 24 action plan, inclusive of Ms. de Leon, 25 she's the only one who was terminated;</p>	<p>Page 218</p> <p>1 evaluations within a relatively short 2 period of time. 3 ATTORNEY HEATH: 4 Objection. Is that your 5 question? Do you have a 6 question? 7 ATTORNEY NICHOLS: 8 Yes. That's what I'm 9 saying. 10 BY ATTORNEY NICHOLS: 11 QThe wildly different evaluations 12 within a relatively short period of 13 time, a year or so, can you explain 14 that? I'm asking you because you did 15 the evaluation, Mr. Higgins. 16 AI can explain. I can very much 17 explain. 18 QPlease do. 19 AAn observation of a teacher is 20 basically from the beginning of the 21 year to the end of the year. It's from 22 portal to portal. At any point in 23 time, you know, I mean, you can have a 24 bad observation, but it's a culmination 25 of --- you know, the final evaluation,</p>

<p>1 testimony? 2 A A part of it, yes. 3 Q What I'm asking is this. At 4 what point can a teacher disagree with 5 his or her superior without being 6 insubordinate? 7 A At what point ---? 8 Q Isn't that a fine line? Can a 9 teacher assert his or her position with 10 conviction and disagree with his or her 11 --- without being deemed insubordinate? 12 A Disagreeing is not being 13 insubordinate. Failing to follow an 14 administrative directive that is within 15 reason and within the law and policy of 16 the School District --- I mean, there 17 you go. Failing to follow a directive 18 by an administrator within the policies 19 of the school and the eyes of the law 20 would be deemed insubordinate. 21 A Teacher has every right to 22 respond in writing. It says it right 23 on the evaluation. It says it right 24 in, I think, the rationale for the 25 evaluation. So I mean, you know, no</p>	<p>1 one's ever going to be punished for --- 2 3 Q I hope not. 4 A Me, too. 5 Q Don't we cherish a robust ascent 6 in academia? 7 ATTORNEY HEATH: 8 Objection. 9 BY ATTORNEY NICHOLS: 10 Q We cherish that; don't we? Do 11 we? 12 ATTORNEY HEATH: 13 Objection. 14 ATTORNEY NICHOLS: 15 All right. Moving on. 16 BY ATTORNEY NICHOLS: 17 Q Now, in these meetings, and I'm 18 referring specifically to this March 19 12th meeting that you attended, where 20 you're saying Ms. de Leon had 21 outbursts. During that meeting, did 22 she ever direct profanity at anyone 23 that you heard directly? 24 A No. 25 Q Did you see any indication in</p>
<p>1 disrespectful to a student? 2 A Please be more specific. I 3 mean, there's --- 4 Q Can you point to any example, 5 any instance in which she was 6 disrespectful to her students? 7 A Without the documentation here 8 in front of me --- again, it's been 9 three years. I mean, there's plenty of 10 misconducts. You know, there's plenty 11 of those situations, but it's been 12 three years. It's a tough question to 13 answer. 14 Q I know on one occasion, Ms. de 15 Leon asked for union representation at 16 a parent/teacher conference and she was 17 denied such. Are you aware of 18 instances where she asked for union 19 representation at any conference and 20 the administration did not make that 21 available to her? 22 A No. I'm not aware of that at 23 all. Never, no. 24 Q Now, you're the assistant 25 principal. The prerogative involving</p>	<p>1 where she tried to physically assault or 2 physically assault ---? 3 A She stepped --- I don't know if 4 it was during ---. You know what? I 5 do remember a meeting with Mr. Deshner 6 where she was directed by one of the, 7 you know, union members trying to get 8 her out the door and she was so angry 9 she stepped towards Mr. Deshner and, 10 you know, started going towards him. 11 Q But Mr. Deshner --- I've met Mr. 12 Deshner. He's a big man; right? 13 A Yes, he is. 14 Q You see her size; right? Right? 15 A I also saw how --- 16 ATTORNEY HEATH: 17 Objection. 18 BY ATTORNEY NICHOLS: 19 Q That doesn't pass the eagle test; 20 (phonetic) test, though. You've got to 21 admit that doesn't pass the eagle test; 22 right? 23 A That's correct. 24 Q Now, was there anything in your 25 experience where Ms. de Leon was</p>

<p>25 remember --- 24 discipline incident. But I 23 can't remember the specifics of this 22 Al believe it was alleged. I 21 that having come before you? 20 disrespected Ms. de Leon, do you recall 19 mistreatment, that he mistreated, 18 Q And an incident involving 17 remember the name. 16 Al rings a bell. I mean, I 15 you? 14 name, Shawn McCracken, ring a bell to 13 Q Mr. Higgins, does a student 12 A Yeah. 11 Q That would be ---? 10 A Yeah. 9 classes. Yes. 8 of classes --- yes, the assignment of 7 Q Well, when I said the assignment of 6 A The assignment of classes? 5 not? 4 principal's office; right? Would it 3 authority would be resident in the 2 Q But typically, that particular 1 factors.</p>	<p>1 Q What does that mean, 2 incidentally? What is your 3 understanding ---? 4 Al'll answer. It's a scheduling 5 concept, you know, if there's not 6 enough classrooms that, you know, if a 7 teacher is needed, and there's not 8 enough classrooms in the schedule, 9 there's open parts, you know, where the 10 teacher might have a duty or a plan 11 where they'd be out of their classroom. 12 So what you have to do is you have to 13 arrange the room so that they're 14 available for a traveling teacher to 15 use when they're empty. That's what 16 the concept is. 17 Q And the principal usually makes 18 that determination; right? 19 A Yeah. And I kind of do the 20 scheduling, so I set the schedules. 21 Q Well, when I said the principal, 22 I mean, you, the staff. So I mean, 23 when I say the principal, I mean 24 inclusively of you as well, as 25 assistant.</p>
<p>1 A The principal would make the 2 decision. 3 Q His office would make the 4 decision? 5 ATTORNEY HEATH: 6 Mr. Nichols, we only have 7 this room until 4:30. Are you 8 about done? 9 ATTORNEY NICHOLS: 10 Okay. All right. 11 BY ATTORNEY NICHOLS: 12 Q A couple more questions. The 13 assignment of course offerings by the 14 principal's office, does the principal 15 also make that determination as to 16 which courses a teacher will teach? 17 A That depends on a few things. 18 It depends on the number of kids who 19 sign up for the course. It depends on, 20 you know, possibly a curriculum change, 21 whether there's been a new course 22 added. There's a lot of factors. Do 23 we have enough teachers to teach it? I 24 already said if enough students sign up 25 for it. You know, there's a lot of</p>	<p>1 the assignment of a classroom to 2 teachers is done by the principal; is 3 it not? That's the prerogative of the 4 principal? 5 A Yes, it is. It is. 6 Q What is the criteria that Mr. 7 Deshner uses, or ---? 8 A You'd have to ask Mr. Deshner. 9 Q Okay. Well, that the current 10 principal uses? 11 ATTORNEY HEATH: 12 I'm just going to object 13 because you're getting back to 14 an issue that was before Mr. 15 Higgins' time, when she was a 16 traveling teacher. And I'm sure 17 the criteria then is different 18 than now. 19 BY ATTORNEY NICHOLS: 20 Q Was that before your time, Mr. 21 Higgins? Was that before your ---? 22 Al believe so. 23 Q A traveling teacher? You've 24 heard that term used before? 25 A Yes.</p>

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C E R T I F I C A T E

COMMONWEALTH OF PENNSYLVANIA)
COUNTY OF VENANGO)

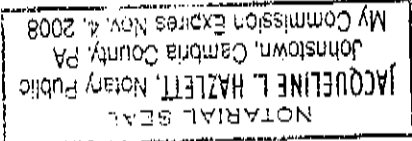
I, Jacqueline L. Hazlett, a Notary Public in
and for the Commonwealth of Pennsylvania, do
hereby certify:

That the witness whose testimony appears in
the foregoing deposition, was duly sworn by me on
said date and that the transcribed deposition of
said witness is a true record of the testimony
given by said witness;

That the proceeding is herein recorded fully
and accurately;

That I am neither attorney nor counsel for,
nor related to any of the parties to the action in
which these depositions were taken, and further
that I am not a relative of any attorney or
counsel employed by the parties hereto, or
financially interested in this action.

Jacqueline L. Hazlett
Jacqueline L. Hazlett, Reporter



W-11/00

*Indicates copy has been received, not necessarily in agreement with observer. Written response may be attached.

Teacher's Signature _____
 Observer's Signature _____
 Title ASSISTANT VISITOR
 Conference Date 5/1/00
 Enclosure: Yes _____ No _____
 (See Attached)

COMMENTS & RECOMMENDATIONS

- Management and Organization
- (S) Control and discipline - firm, fair, and sympathetic
 - (S) Establishes/follows classroom routines and procedures
 - (S) Attention to health and safety needs of students
 - (S) General order and cleanliness of room
 - (S) Effectiveness of seating & furniture
 - (S) Use of bulletin boards and/or displays
 - (S) Maintains accurate records

- Personal Characteristics
- (S) Demonstrates sound instructional judgment
 - (S) Gives attention to personal grooming and dress
 - (S) Exhibits: X poise, X composure, X enthusiasm, X and sense of humor

- Teacher - Student Interaction
- (S) Demonstrates courtesy and tact
 - (S) Maintains consistency when working with students
 - (S) Encourages student interaction
 - (S) Students' involvement - participate actively
 - (S) Encourages good work/study habits

- Instructional Technique/Effectiveness
- (S) Command of written and spoken English
 - (S) Introduction and motivation
 - (S) Teaching strategies appropriate to lesson/objective
 - (S) Provisions for: X auditory, X visual, X and tactile instruction
 - (S) Illustrates/models the concept or skill
 - (S) Vocabulary appropriate to group
 - (S) Questions stimulate thought
 - (S) Learning experience consistent with purpose/planning
 - (S) Students encouraged with appropriate reinforcement
 - (S) Teacher awareness of student understanding of lesson objectives
 - (S) Time on task
 - (S) Summary and closure
 - (S) Assignment/Homework - applicable and clearly stated

- Preparation - Planning
- (S) Lesson plans evident
 - (S) Planning reflects lesson objectives and activities
 - (S) Aim or purpose - Clear and attainable
 - (S) Provisions for different ability levels
 - (S) Instructional materials readily available
 - (S) Materials reflect creativity and resourcefulness
 - (S) Teacher's knowledge of lesson content

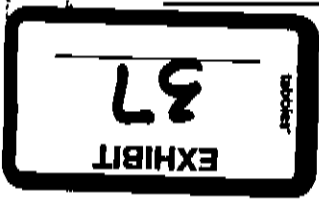
KEY: S - Satisfactory
 NA - Not Applicable
 IN - Improvement Needed
 * - See Written Comment

Teacher's Name: Claudette Delcon-McCracken
 School: MASH
 Grade/Subject: Spanish I
 Date: May 1, 2000
 Length of Observation: From 2:20 To 3:04 Period 8th Visit # 1

REPORT OF CLASSROOM VISITATION

Observation Summary

CRAWFORD CENTRAL SCHOOL DISTRICT



COMMENDATIONS AND RECOMMENDATIONS

An observation of Mrs. Deleon's 8th period Spanish I class on 5/1/00 was made. During the time I spent in class, students were actively participating in an oral lesson utilizing the forms of "Tener". It was evident the students had a working knowledge of the Spanish language by their responses to questions posed by the teacher.

The evaluation plan shall:
be uniform throughout the district.

to identify and suggest ways to improve on
weaknesses which prevent an employee from
achieving goals of the district.

412. EVALUATION OF PROFESSIONAL EMPLOYEES

1. Purpose

2. Authority

3. Guidelines

There shall be a plan for regular evaluation of all professional employees of the district.

The evaluation plan for professional employees shall be in accordance with the State plan for such purposes or in accordance with Board approval and established guidelines.

The Board directs that the district shall utilize the State approved evaluation form, DEBE 333 or an evaluation form equivalent to the State approved form and approved by the Board.

The objectives of the district evaluation plan for professional employees are:

to identify, improve, and reinforce the skills, attitudes and abilities which enable an employee to be effective in achieving district goals.

SC 1123

SC 1123



SECTION: PROFESSIONAL EMPLOYEES
TITLE: EVALUATION OF PROFESSIONAL EMPLOYEES

Crawford Central School District

SC 1123

School Code

establishment of the procedures to be used in evaluation as set by the Superintendent. provisions for improving unsatisfactory performance by offering resource aid, recommending how improvement can be effected, and scheduling follow-up conferences to assess change.

provide a procedure for assessing duties and responsibilities of professional employees other than primary functions as enumerated in the job description for the employee. provide a procedure for identifying and commending effective performance while counseling and assisting professional employees on a professional basis. provide for evaluation of all professional employees at least annually. The Superintendent shall prepare procedures for the conduct of employee evaluations which shall include: that evaluations may be conducted by persons designated by the Superintendent. specification of the number of times professional employees shall be evaluated annually. specification of the form upon which such evaluations will be recorded. a method of making records which ensures entries are based on observable and verifiable facts; note is taken of an employee's strengths, as well as weaknesses; all materials will be held confidential; the employee has an opportunity to append a written statement thereto.

4. Delegation of Responsibility



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CHAWFORD CENTRAL SCHOOL DISTRICT

Observation Summary

REPORT OF CLASSROOM OBSERVATION

Teacher's Name: DELORA MASH Date: 4/18/01
 School: MASH Grade/Subject: SPANISH III
 Length of Observation: From 11:21 To 12:05 Period 5 Page # 1

KEY: S - Satisfactory NA - Not Applicable
 IN - Improvement Needed * - See Written Comment

Preparation - Planning

- (1) Lesson plans evident
- (2) Planning reflects lesson objectives and activities
- (3) Aim or purpose - Clear and attainable
- (4) Provisions for different ability levels
- (5) Instructional materials readily available
- (6) Materials reflect creativity and resourcefulness
- (7) Teacher's knowledge of lesson content

Instructional Techniques/Effectiveness

- (1) Command of written and spoken English
- (2) Introduction and motivation
- (3) Teaching strategies appropriate to lesson/objective
- (4) Provisions for auditory, visual, and tactile instruction
- (5) Illustrations/models the concept or skill
- (6) Vocabulary appropriate to group
- (7) Questions stimulate thought
- (8) Learning experience consistent with purpose/planning
- (9) Students encouraged with appropriate reinforcement
- (10) Teacher awareness of student understanding of lesson objectives
- (11) Time on task
- (12) Summary and closure
- (13) Assignment/homework - applicable and clearly stated

Teacher - Student Interaction

- (1) Demonstrates courtesy and tact
- (2) Maintains consistency when working with students
- (3) Encourages student interaction
- (4) Students' involvement - participate actively
- (5) Encourages good work/study habits

Personal Characteristics

- (1) Demonstrates sound instructional judgment
- (2) Gives attention to personal grooming and dress
- (3) Exhibits: polite, composed, enthusiastic, and sense of humor

Management and Organization

- (1) Control and discipline - firm, fair, and sympathetic
- (2) Establishes/follows classroom routines and procedures
- (3) Attention to health and safety needs of students
- (4) General order and cleanliness of room
- (5) Effectiveness of seating & furniture
- (6) Use of bulletin boards and/or displays
- (7) Maintains accurate records

COMPLAINTS & RECOMMENDATIONS

- 1. BE SURE TO MAINTAIN CONSISTENCY IN DEALING WITH STUDENTS
- 2. BE SURE THAT A STUDENT HAVE A PASS DUE TO TARDINESS TO CLASS
- 3. BE SURE TO REGULATE ALL STUDENTS TO ACTIVELY PARTICIPATE TO HAVE A PASS
- 4. YOU MUST HAVE A PASS DUE TO TARDINESS TO CLASS
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Observer's Signature: _____
 Teacher's Signature: _____
 Title: Assistant Principal
 Conference Date: 1-23-01
 Enclosure: Yes
 No ✓

*Indicates copy has been received/ not necessarily in agreement with observer.
 3. This copy to principal
 4. This copy to personnel file
 5. This copy to be attached

EXHIBIT 39

to see my notes on the ...

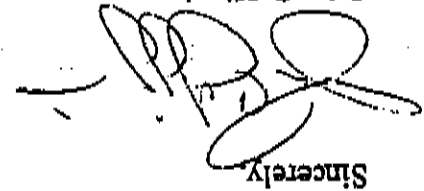
LETTERED AND MY NICKNAME -
GO OVER THAT DURING THE CONFERENCE. WE CAN ADDRESS
MY CONCERN IN THE CONFERENCE.
CRAWFORD CENTRAL SCHOOL DISTRICT
OBSERVATION SUMMARY

Case 1:05-cv-00126-SJM Document 50-17 Filed 06/26/2006 Page 17 of 45

[illegible]

CC: Personnel File

John C. Higgins
Assistant Principal

Sincerely


The administration understands that illnesses and emergencies occur during normal school hours necessitating immediate coverage for that staff member's classroom so the staff member may go home. We will go to great measures to accommodate you and insure that your classroom is properly supervised in your absence; however, we must be aware of your absence in order to provide the needed coverage for your classroom.

On January 29, 2001, you left and went home and failed to notify an administrator or secretary. All future departures, due to illness or emergency, during the regular school day must be reported to a school administrator or secretary. First, we must be aware of your departure in order to provide proper supervision for your students. Second, we need to know the whereabouts of staff in order to make sure you are safe. Finally, calling the sub-service does not guarantee the administration will be notified in a timely manner.

Thank you for meeting with me on January 31, 2001. I look forward to working with you in the future.

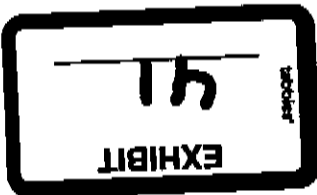
Dear Mrs. DeLeon,

2/2/01

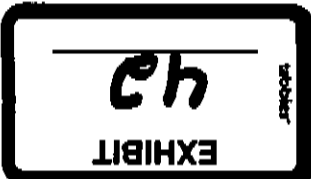


Meadville Area Senior High School

930 North Street
Meadville, Pennsylvania 16335-2199
Telephone: (814) 336-1121
Fax: (814) 337-1486



George H. Deshner
Principal
John C. Higgins
Assistant Principal
James T. Morgan Jr.
Assistant Principal
Don C. Apel
Guidance Director
Norm M. Price
Athletic Director



CRAWFORD CENTRAL SCHOOL DISTRICT
Meadville, Pennsylvania
PROFESSIONAL EVALUATION INSTRUMENT

Appendix A must be used in conjunction
with the Philosophy and Rationale Section.

MASH

Building

Claudette DeLeon-McCracken

Teacher

Foreign

Subject Area Language

Date 5/7/01

Grade Level 9-12

Years of Service as a full-time employee in the District

U - Unsatisfactory

I. PROFESSIONAL COMPETENCY

A. PREPARATION - PLANNING

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO PREPARE, PLAN AND USE EFFECTIVELY INSTRUCTIONAL LESSONS

APPROPRIATE TO THEIR TEACHING ASSIGNMENT.

The following criteria are guidelines for consideration:

Instruction indicates definite goals have been established in correlation with the curriculum.

Resources used in selection of instructional materials.

Teacher participates in peer-group discussion of teaching techniques.

Lesson plans were purposeful.

Comments

U

B. TECHNIQUE - TEACHING EFFECTIVENESS

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO USE APPROPRIATE TEACHING TECHNIQUE TO ENHANCE TEACHER

EFFECTIVENESS.

The following criteria are guidelines for consideration:

Uses auditory and visual aids purposefully.

Makes explanations clear and concise.

Uses student's experiences to motivate interest.

Uses a variety of instructional methods.

Stimulates interest and curiosity.

Obtains positive reaction from most students.

Makes effective use of community resources.

Comments

U

C. TEACHER - STUDENT INTERACTION

ALL PROFESSIONAL STAFF SHOULD ENCOURAGE POSITIVE TEACHER - STUDENT RELATIONSHIPS.

The following criteria are guidelines for consideration:

Courtesy and tact - is polite, considerate, and respectful with students.

Attempts to maintain consistency when working with students.

Encourages positive, professional relationship with students.

Strives to develop self-disciplined behavior, respect and

honesty in the student.

Understands and respects differences in abilities, interests and needs of

Comments

U

II. PERSONAL CHARACTERISTICS AND TRAITS

A. RESPONSE TO SUPERVISION

ALL PROFESSIONAL STAFF SHOULD BE ABLE TO RESPOND EFFECTIVELY TO SUPERVISION.

The following criteria are guidelines for consideration:

Demonstrates ability to work with administrators to achieve educational improvements.

Observes administrative policies while reserving the right to seek change.

Responds to constructive criticism for improvement of the educational program.

Comments

S

B. ATTITUDE

ALL PROFESSIONAL STAFF SHOULD DISPLAY POSITIVE ATTITUDE TOWARD ACHIEVING EDUCATIONAL GOALS.

The following criteria are guidelines for consideration:

Displays interest, enthusiasm, flexibility and dedication as a teacher.

is polite and considerate.

Comments

S

Handwritten signature

Signature of Teacher

Alma L. K. K. K.

Overall Evaluation: ☒ Satisfactory

I have read this report and discussed it with my evaluator.

Teacher's Comments: (If extra comment area is needed, please attach an additional sheet.)
Attachment to follow

H. PROFESSIONALISM
[S] ALL STAFF SHOULD STRIVE FOR CONTINUED PROFESSIONAL GROWTH OPPORTUNITIES.
The following criteria are guidelines for consideration:
Serves to attend workshops, seminars, etc. to provide for professional growth.
Demonstrates a willingness to serve in a responsible position in local, district or state educational organizations.
Comments:
Is an active member in professional organizations.

G. PHYSICAL CHARACTERISTICS
[S] ALL PROFESSIONAL STAFF SHOULD GIVE ADEQUATE ATTENTION TO PERSONAL AND PHYSICAL CHARACTERISTICS.
The following criteria are guidelines for consideration:
Gives adequate attention to personal grooming and appropriate dress.
Is physically fit as evidenced by regular attendance, and the ability to carry a normal assignment. (This does not apply to temporary disabilities).
Comments:

F. COMMUNICATION
[S] ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY.
The following criteria are guidelines for consideration:
Demonstrates appropriate use of language and voice control.
Gives clear and concise instructional directions.
Has skill in asking pertinent questions.
Has listening ability.
Comments:

E. DEPENDABILITY
[S] ALL PROFESSIONAL STAFF SHOULD BE DEPENDABLE.
The following criteria are guidelines for consideration:
Is responsible in meeting educational obligations.
Is punctual in meeting schedules, can be relied upon to take some initiative and cope with various circumstances which may arise.
Record keeping is accurate and reports are submitted promptly and neatly.
Solves everyday problems realistically.
Comments:

D. MATURITY
[S] ALL PROFESSIONAL STAFF SHOULD DISPLAY MATURITY.
The following criteria are guidelines for consideration:
Demonstrates self-confidence and a pleasant disposition toward students, parents and co-workers, has a sense of humor.
Exhibits intelligent, mature behavior and conducts himself in a manner which exhibits professional dignity.
Demonstrates honesty and respect for laws.
Comments:

C. ABILITY TO COOPERATE
[S] ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COOPERATE WITH OTHERS.
The following criteria are guidelines for consideration:
Maintains sound relationships and works constructively with students, parents and school personnel.
Carries out extra duty assignments regularly.
Comments:

EXHIBIT
43

CRAWFORD CENTRAL SCHOOL DISTRICT
Meadville, Pennsylvania
PROFESSIONAL EVALUATION INSTRUMENT

MASH

Years of Service as a full-time employee in the District

9-12

Grade Level

Subject Area

Foreign Language

Appendix A must be used in conjunction with the Philosophy and Rationale Section.

Claudette DeLeon-McCracken

Building

Teacher

I. PROFESSIONAL COMPETENCY

A. PREPARATION - PLANNING

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO PREPARE, PLAN AND USE EFFECTIVELY INSTRUCTIONAL LESSONS APPROPRIATE TO THEIR TEACHING ASSIGNMENT.

4

The following criteria are guidelines for consideration:
Instruction indicates definite goals have been established in correlation with the curriculum.
Resources (text) in selection of instructional materials.
Teacher participates in peer-group discussion of teaching techniques.
Lesson plans were purposeful.

Comments

Has written plans, seating charts, plus special schedules available (when appropriate).
The room is attractive and neat (use of bulletin boards, posters, etc.).
Teacher adjusts the physical features of the room to provide a healthy and meaningful environment.
Decor of room corresponds to curriculum.

B. TECHNIQUE - TEACHING EFFECTIVENESS

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO USE APPROPRIATE TEACHING TECHNIQUES TO ENHANCE TEACHER EFFECTIVENESS.

4

The following criteria are guidelines for consideration:

Uses auditory and visual aids purposefully.
Makes explanations clear and concise.
Uses student's experiences to motivate interest.
Uses a variety of instructional methods.
Stimulates interest and curiosity.
Obtains positive reaction from most students.
Makes effective use of community resources.

Comments

Encourages and directs students interactions.
Attempts to motivate students in reaching levels of performance consistent with their ability.
Provides for student involvement in planning of classroom activities.
Provides alternative methods of study.
Maintains class control essential to the learning process.
Teacher demonstrates knowledge of the subject.

C. TEACHER - STUDENT INTERACTION

ALL PROFESSIONAL STAFF SHOULD ENCOURAGE POSITIVE TEACHER - STUDENT RELATIONSHIPS.

4

The following criteria are guidelines for consideration:
Courtesy and tact - is polite, considerate, and respectful with students.
Attempts to maintain comradery when working with students.
Encourages positive, professional relationship with students.
Strives to develop self-discipline such as responsible behavior, respect and honesty in the student.
Understands and respects differences in abilities, interests and needs of students.

Comments

Encourages student interaction and free expression of ideas.
Encourages the development of desirable study habits and/or use of study time.
Establishes an attitude of friendliness and a feeling of mutual interest between students and teacher; shows no favoritism or partiality.

II. PERSONAL CHARACTERISTICS AND TRAITS

A. RESPONSE TO SUPERVISION

ALL PROFESSIONAL STAFF SHOULD BE ABLE TO RESPOND EFFECTIVELY TO SUPERVISION.

5

The following criteria are guidelines for consideration:
Demonstrates ability to work with administrators to achieve educational improvements.
Observes administrative policies while reserving the right to seek change.
Responds to constructive criticism for improvement of the educational program.

Comments

EXHIBIT
6
Higgins

B. ATTITUDE

ALL PROFESSIONAL STAFF SHOULD DISPLAY POSITIVE ATTITUDE TOWARD ACHIEVING EDUCATIONAL GOALS.

5

The following criteria are guidelines for consideration:
Displays interest, enthusiasm, flexibility and dedication as a teacher.
Is polite and considerate.

[Handwritten signature]

Signature of Teacher

Charlotte Keenan

OVERALL EVALUATION:

I have read this report and discussed it with my evaluator.

Satisfactory



Teacher's Comments: (If extra comment area is needed, please attach an additional sheet.)

Attachment to follow

Comments

ALL STAFF SHOULD STRIVE FOR CONTINUED PROFESSIONAL GROWTH OPPORTUNITIES. The following criteria are guidelines for consideration: Strives to attend workshops, seminars, etc. to provide for professional growth. Is an active member in professional organizations. Demonstrates a willingness to serve in a responsible position in local, district or state educational organizations.



Comments

ALL PROFESSIONAL STAFF SHOULD GIVE ADEQUATE ATTENTION TO PERSONAL AND PHYSICAL CHARACTERISTICS. The following criteria are guidelines for consideration: Gives adequate attention to personal grooming and appropriate dress. Is physically fit as evidenced by regular attendance, and the ability to carry a normal assignment. (This does not apply to temporary disabilities).



Comments

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY. The following criteria are guidelines for consideration: Demonstrates appropriate use of language and voice control. Gives clear and concise instructional directions. Has listening ability. Has skill in asking pertinent questions.



Comments

ALL PROFESSIONAL STAFF SHOULD BE DEPENDABLE. The following criteria are guidelines for consideration: Is responsible in meeting education obligations. Is punctual in meeting schedules, can be relied upon to take some initiative and cope with various circumstances which may arise. Record keeping is accurate and reports are submitted promptly and neatly. Solves everyday problems rationally.



Comments

ALL PROFESSIONAL STAFF SHOULD DISPLAY MATURITY. The following criteria are guidelines for consideration: Demonstrates self-confidence and a pleasant disposition toward students, parents and co-workers, has a sense of humor. Exhibits intelligent, mature behavior and conducts himself in a manner which exhibits professional dignity. Demonstrates honesty and respect for laws.



Comments

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COOPERATE WITH OTHERS. The following criteria are guidelines for consideration: Maintains sound relationships and works constructively with students, parents and school personnel. Carries out extra duty assignments regularly.



AREAS OF CONCERN

1. Classroom Management particularly student behaviors.
2. Lesson Planning - Right elements of a successful lesson.

- A. Introduce the lesson
- B. State lesson objectives
- C. Teach to the stated objective
- D. Demonstrate/illustrate the concept to be learned
- E. Check students understanding and grasp
- F. Provide guide practice and feedback
- G. Provide independent practice
- H. Bring lesson to a close

3. Teacher will develop a list of student expectations to be discussed with the students on the opening day of school. These are to be shared with the administrator for review and suggestions prior to implementing in the classroom.

4. A discipline plan will be developed that will be implemented beginning with day one. This is to be reviewed with an administrator. The administrator will be available to help develop this discipline plan.

5. Teacher will observe three different teachers who have well established classroom procedures and effective discipline. If mutually agreed upon, the observed teaching teacher will be invited to observe the teacher and offer suggestions to help improve the situation.

6. Lesson plans will be developed that contain all the elements of a successful lesson. These lesson plans are to be submitted to an administrator weekly for review and assistance will be provided if needed.

7. Three observations will be conducted in the first 6 weeks of school. Two of these will be by the building administrator and a third by the assistant superintendent. Both parties will mutually agree upon the first observation. A pre-observation conference will be held to review a detailed lesson plan and what strategies and teaching techniques will be observed in teaching the lesson objectives.

A second observation will be unannounced. The observation by the assistant superintendent may be either.

The teacher may request an administrator to observe a lesson of their choice at any time. This should be pre-arranged due to busy schedules and appointments.

A post observation conference will be held after each observation to review such.

A building representative will be present for both the pre and post conference observations.

All the elements of a successful lesson should be noticeable in the formal classroom observation.

8. The media center has a wealth of information and Internet resources to help the classroom teacher. Mrs. Tunno has agreed to conduct an information sharing session to make these resources available to you. You should schedule a meeting with her within the first month of school to review available resources.
9. When teaching a lesson, you need to be firm, fair and consistent in enforcing classroom rules and discipline policies. You need to adhere to the lesson objectives and not be distracted with things that do not pertain to the lesson.

Back to School Discipline/Management Action Plan

Teachers, not students make good classroom management happen. Effective teachers know what has to be in place to have a well-managed classroom. Follow the advice of expert teachers to ensure that your classroom is void of disruptions and misbehaviours. Planning in some key areas before the year begins will enable you to have in place a strong learning environment. Begin developing your plan now by following some of the key suggestions listed below.

Room Arrangement

Keep high traffic areas apart from each other (group work areas, pencil sharpener etc.)
Make sure instructional areas have a clear line of site to the rest of the classroom
Sketch a map of the classroom keeping student desks away from sinks, bookshelves, centres and the pencil sharpener
Ensure the teacher's desk and filing cabinet are located where they will be functional (one where you can monitor students from)
Decide on student desk groupings (many teachers gravitate to groups after routines and rules are fully understood)

Use the following checklist to ensure you have a place for everything in your room sketch:

- Student Desks
- Teacher Desk
- Bookcases
- Small group instructional area / Large group instructional area
- Centres (Art, Reading, Sand, Listening etc.)
- Plants, aquariums etc.
- Equipment (computer, file cabinets, TV, projectors)

Decide on where you will store the following:

- textbooks
- notebooks
- pencils
- erasers, markers, crayons etc.
- teacher supplies
- theme related items

Rules and Routines

This requires very careful planning. Children must have a clear understanding of the behaviours required and the routines that are expected of them. All students need guidelines on how to behave. Without proper

guidelines, one is certain to have a classroom in turmoil. Guidelines will

vary

from teacher to teacher and classroom to classroom; however, I've provided a list of items in which you may find useful to begin developing your own set of rules and routines.

Washrooms and Drinks(when, how does the student ask, names on wall, passes etc.)

Helpers (who, for what, when, changes occur how often)

Completed Work (who's finished first? not finished? work collected? handed in? student marked? where? by who?)

Pencil Sharpening (this can be distracting, when can students sharpen, what's the procedure for asking?)

Student Attention (bells, words, counting?)

Needing Help (how does a student get help? ask 3 before me?)

Beginning the Day (what does the student do when he/she arrives in the classroom?)

Ending the Day (what is required prior to dismissal?)

Distribution of activities/materials (who, when, how?)

Student Talk (when? how loud?)

Movement (when can a student leave his/her desk?)

Lunch, Library, Recess (establish routines for non-class activities)

Now that you have developed a set of rules and routines, you will need to enforce them on a regular basis. Use chart paper at the blackboard to post your classroom rules and routines. Ask your students to reiterate them

often to reinforce your expectations. You also need to determine what the rewards and consequences will be for following or breaking expected behaviors. Consequences for not following the routines and rules need to be logical. Some consequences could include: loss of privileges, loss of points (checklist system). Rewards could include, stickers and symbols, recognition of some type, activities (doing something special) or new pencil/tangible item. Most importantly be consistent! Do not deter from your established routines, rules and consequences. Inconsistency causes confusion. Initially, implementation will seem like a lot of work, however, hang in there and you will reap the benefits.

detentions,

Management Tips

- Provide reminders ("Sally, what are you supposed to be doing?")
- Monitor progress
- Make frequent eye-contact
- Ask students to stop inappropriate behaviours
- Ignore (there are times to ignore, be aware of them)
- School Policy (there are times when the principal will need to be involved to deal with the extremes)
- Calls Home (some students need to be reminded that their parents will be informed)
- Complement appropriate behaviours regularly
- Build and maintain a positive environment (catch them doing something good)

Once you've completed your plan, you are ready! Your planning and preparation will pay off largely if you implement it immediately and ensure that your students are part of the process. Ask them to tell you what the rules and expected routines are.

Survival Tips on Classroom Management

Is your class getting out of control? It's time to take charge! It's never too late to get and maintain control in your classroom. Follow a few of these steps and stick with them. Consistency and fairness is key.

These tips are a must for beginning teachers and will provide some new ideas for seasoned teachers.

Silence! Many teachers use a variety of techniques to get silence in their classes. Many of these techniques work but you must be consistent and use the same technique all year. Try some of these:

Clap loudly 3 times
Use a monthly theme and say it loudly, e.g., near Halloween say "Trick or Treat", near Xmas Merry Christmas, if a local team is winning "Go Tigers Go", in May "Mother's Day etc.

Hold up a Large letter 'S' as you walk around the class
the students will respond
Turn the lights out

Play a note on a musical instrument
Ring a bell
Blow a horn

Time Out! You must have a consistent approach for providing a time out solution. Here are some suggestions:
Use the same arrangement all the time, a chair beside the teacher's desk
The child stands at the door, clearly within your view
The child sits in a private study area away from the rest of the students and writes classroom rules out
The student sits at a study cartel which is called the "time out" cartel and often located at the back of the room

Set a timer and the student must be removed from the group for the specified time
Rules for Time Out! These are extremely important. NEVER threaten, threats often encourage inappropriate behaviour. Explain the inappropriate behaviours that will result with a time out

Post the rules so that they can be clearly seen by every student
NEVER bend the rules for time out

Record the time outs on the board. 3 time outs will require further action

Determine the rules for 3 time outs, principal involvement, a call home with a possible interview, loss of privileges etc.
Keep your rules to a minimum, it's easier to implement and easier for students to remember them

More Tips/Tricks of the Trade

Student can record inappropriate behaviours each time they receive a time out. These behaviours should be recorded in a journal titled "Towards Positive Behaviour" or "Excellence in the Classroom" Improved Learning. The front of the book will contain an area used for when the teacher catches the student doing something terrific (3 entries should result in a positive event/reward) the back of the book should be used to record inappropriate behaviours. This enables students to track their own behaviours and they always want to be able to record positive items. This means the teacher must also catch the student demonstrating positive behaviours. Always remember to use preventative strategies whenever possible. Give closer attention to the behaviour problems, the student will realize that it's not so impressive to other students when he/she continues to act out. Always follow up inappropriate behaviours with a one to one chat. Step just outside the door to consult with the student (make sure your class is still within view). Make sure you always show respect for your students, it's important for them to know that you like them. Consider yourself almost doomed if a student believes you have a definite dislike for him/her. Always refer to what the student is doing when you're upset with the student and are dealing with an inappropriate behaviour. When a child doesn't believe they are misbehaving, provide some isolation time. Children often need time to think about what they're doing that is inappropriate. These are just some favourite tricks of the trade that seasoned teachers rely on. Remember, if you're a new teacher getting and maintaining order in a classroom is a skill that takes time to learn.

CRAWFORD CENTRAL SCHOOL DISTRICT

Observation Summary

REPORT OF CLASSROOM VISITATION

Teacher's Name LAUREN DELORD Date 9/20/07
 School MASH Grade/Subject SPANISH II
 Length of Observation: From 10:31 To 11:16 Period 4 Visit # 1

KEY: S - Satisfactory IN - Improvement Needed NA - Not Applicable * - See Written Comment

- Preparation - Planning
- (S) Lesson plans evident
 - (S) Planning reflects lesson objectives and activities
 - (S) Aim or purpose - Clear and attainable
 - (S) Provisions for different ability levels
 - (S) Materials reflect creativity and resourcefulness
 - (S) Teacher's knowledge of lesson content

- Instructional Techniques/Effectiveness
- (S) Command of written and spoken English
 - (S) Introduction and motivation
 - (S) Teaching strategies appropriate to lesson/objective
 - (S) Provisions for auditory, visual, and tactile instruction
 - (S) Illustrates/models the concept or skill
 - (S) Vocabulary appropriate to group
 - (S) Questions stimulate thought
 - (S) Learning experience consistent with purpose/planning
 - (S) Students encouraged with appropriate reinforcement
 - (S) Teacher awareness of student understanding of lesson objectives
 - (S) Time on task
 - (S) Summary and closure
 - (S) Assignment/Homework - applicable and clearly stated

- Teacher - Student Interaction
- (S) Demonstrates courtesy and tact
 - (S) Maintains consistency when working with students
 - (S) Encourages student interaction
 - (S) Students' involvement - participate actively
 - (S) Encourages good work/study habits

- Personal Characteristics
- (S) Demonstrates sound instructional judgment
 - (S) Gives attention to personal grooming and dress
 - (S) Exhibits: polite, composure, enthusiasm, and sense of humor

- Management and Organization
- (S) Control and discipline - firm, fair, and sympathetic
 - (S) Establishes/ follows classroom routines and procedures
 - (S) Attention to health and safety needs of students
 - (S) General order and cleanliness of room
 - (S) Effectiveness of seating & furniture
 - (S) Use of bulletin board and/or displays
 - (S) Maintains accurate records

- Comments & Recommendations
- (S) The classroom reflects a positive learning environment
 - (S) The teacher's use of a variety of activities and materials is evident
 - (S) The teacher's use of a variety of activities and materials is evident

Observer's Signature [Signature]
 Teacher's Signature [Signature]
 Enclosures: Yes ☒ No ☐
 Conference Date 9/24/07
 Title ASSISTANT PRINCIPAL

- 1. White copy remains with teacher.
 - 2. Yellow copy to principal.
 - 3. Pink copy to personnel file.
- Indicates copy has been received; not necessarily in agreement with observer.
 Written responses may be attached.

EXHIBIT

44

AN EQUAL RIGHTS AND OPPORTUNITIES SENIOR HIGH SCHOOL



Thank you,
 Mr. John C. Higgins
 Assistant Principal

The Action Plan developed on June 8, 2001 required you to observe three different teachers who have well established classroom procedures and effective discipline. To assist you in meeting this requirement we have provided a list of possible teachers that have agreed to open their classrooms to you.

We request that you give the teacher and the administration notice of the date and time you intend to conduct a classroom observation. The deadline for completion of the first observation is October 11, 2001. Further, the observed teacher can be invited to observe your classroom and offer suggestions to help improve the situation if mutually agreed upon. If you have any questions please do not hesitate to contact one of the administrators in the main office. We are more than willing to assist you.

Mrs. DeLeon,

9/20/01



Meadville Area Senior High School

930 North Street
 Meadville, Pennsylvania 16335-2199
 Telephone: (814) 336-1121
 Fax: (814) 337-1466

George H. Deahner
 Principal
 John C. Higgins
 Assistant Principal
 James T. Morgan Jr.
 Assistant Principal
 Don C. Apel
 Guidance Director
 John S. Wenta
 Athletic Director

The following teachers have agreed to open their classrooms:

1. Doug Mehok
2. Carl Roznowski
3. Dan Hootman
4. Sandra Mook
5. Diane Smith
6. Joanne Willison
7. Ken Achenbach
8. Jeff Deardorff

2

HAYLOCK, NANCY	A22	KOSMAC, JACK	B31	LEWIS, DONNA	A25
1ST SEMESTER SCHEDULE	1ST SEMESTER SCHEDULE	1ST SEMESTER SCHEDULE	1ST SEMESTER SCHEDULE	1ST SEMESTER SCHEDULE	1ST SEMESTER SCHEDULE
1 MYTHOLOGY	CREATIVE WRITING	AM HERITAGE	ADVANCED COMP	APP COMMUN II	ADVANCED COMP
2 ADVANCED COMP	ADVANCED COMP	APP COMMUN II	ADVANCED COMP	APP COMMUN II	ADVANCED COMP
3 STUDYHALL - CAFETERIA	PLAN	INTRM COMP	ADVANCED COMP	APP COMMUN II	ADVANCED COMP
4 MYTHOLOGY	ADVANCED COMP	STUDYHALL	ADVANCED COMP	APP COMMUN II	ADVANCED COMP
5 PLAN	ADVANCED COMP	APP COMMUN II	ADVANCED COMP	APP COMMUN II	ADVANCED COMP
6 APP COMMUN II	SECONDARY LANG ARTS	AM HERITAGE	ADVANCED COMP	APP COMMUN II	ADVANCED COMP
7 APP COMMUN II	STUDYHALL - CAFETERIA	INTRM COMP	ADVANCED COMP	APP COMMUN II	ADVANCED COMP
8 ADVANCED COMP	SECONDARY LANG ARTS	PLAN	ADVANCED COMP	APP COMMUN II	ADVANCED COMP
2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE
1 LANG & HUM BEH	MYTHOLOGY	AM NOBEL AUTHORS	MYTHOLOGY	APP COMMUN II	MYTHOLOGY
2 LANG & HUM BEH	STUDYHALL - CAFETERIA	APP COMMUN II	STUDYHALL - CAFETERIA	APP COMMUN II	STUDYHALL - CAFETERIA
3 STUDYHALL - CAFETERIA	PLAN	PLAN	STUDYHALL - CAFETERIA	APP COMMUN II	STUDYHALL - CAFETERIA
4 PLAN	WORLD LIT	MYTHOLOGY	WORLD LIT	APP COMMUN II	MYTHOLOGY
5 LANG & HUM BEH	WORLD LIT	APP COMMUN II	WORLD LIT	APP COMMUN II	WORLD LIT
6 APP COMMUN II	SECONDARY LANG ARTS	DOOR DUTY - A WING	SECONDARY LANG ARTS	APP COMMUN II	DOOR DUTY - A WING
7 APP COMMUN II	MYTHOLOGY	COMMUN TECHNIQUE	MYTHOLOGY	APP COMMUN II	COMMUN TECHNIQUE
8 MAN/SOC LIT	SECONDARY LANG ARTS	COMMUN TECHNIQUE	SECONDARY LANG ARTS	APP COMMUN II	COMMUN TECHNIQUE

ENGLISH 2001-2002

3

MCCOY, GARY	A30	MOOK, SANDRA	A26	SHILING, TAMM	1ST SEMESTER SCHEDULE
1	ENGLISH - ACCEL	HUMANITIES/ENG	LIVE THEATRE	D2	
2	ENGLISH - ACD	HUMANITIES/ENG	INTRO TO DRAMA	A31	
3	PLAN	ADVANCED COMP	PLAN		
4	DOOR DUTY - A WING	APP COMMUN IV	MAN/SOC & LIT	A25	
5	APP COMMUNIT	APP COMMUN IV	INTRO TO DRAMA	A24	
6	ENGLISH - ACD	DEPARTMENT	BASIC ENGLISH	D1	
7	APP COMMUN I	PLAN	STAGE DIRECTOR		
8	ENGLISH - ACCEL	ADVANCED COMP	BASIC ENGLISH	D14	
1	ENGLISH - ACCEL	ENGLISH LIT	MAN/SOC LIT	D2	
2	ENGLISH - ACD	ENGLISH LIT	INTRO TO DRAMA	A31	
3	PLAN	PLAN	PLAN		
4	DOOR DUTY - A WING	APP COMMUN IV	LIVE THEATRE	A22	
5	APP COMMUNIT	APP COMMUN IV	INTRO TO DRAMA	A29	
6	ENGLISH - ACD	ENGLISH LIT	BASIC ENGLISH	D1	
7	APP COMMUN I	WORLD LIT - ENG	STAGE DIRECTOR		
8	ENGLISH - ACCEL	DEPARTMENT	BASIC ENGLISH	D14	

ENGLISH 2001-2002

SMITH, DIANA		A29 WEIDNER, MARY BETH A31	
1ST SEMESTER SCHEDULE	1ST SEMESTER SCHEDULE	1 APP COMMUN III	ENGLISH - ACD
2 STUDYHALL - CAFETERIA	PLAN	2 STUDYHALL - CAFETERIA	PLAN
3 20TH GEN AM LIT	ENGLISH - ACD	3 20TH GEN AM LIT	ENGLISH - ACD
4 20TH GEN AM LIT	STUDYHALL	4 20TH GEN AM LIT	STUDYHALL
5 20TH GEN AM LIT	PRACTICAL ENGLISH	5 20TH GEN AM LIT	PRACTICAL ENGLISH
6 APP COMMUN III	APP COMMUN I	6 APP COMMUN III	APP COMMUN I
7 PLAN	ENGLISH - ACD	7 PLAN	ENGLISH - ACD
8 JOURNALISM	ENGLISH - ACD	8 JOURNALISM	ENGLISH - ACD
2ND SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE	1 APP COMMUN III	ENGLISH - ACD
2 INTRO TO JOURNALISM	PLAN	3 LANG & HUM BEH	ENGLISH - ACD
4 LANG & HUM BEH	STUDYHALL	4 LANG & HUM BEH	STUDYHALL
5 DOOR DUTY - A WING	PRACTICAL ENGLISH	6 APP COMMUN III	APP COMMUN I
7 PLAN	ENGLISH - ACD	7 PLAN	ENGLISH - ACD
8 JOURNALISM	ENGLISH - ACD	8 JOURNALISM	ENGLISH - ACD

ENGLISH 2001-2002

STUDENT	1ST SEMESTER SCHEDULE	2ND SEMESTER SCHEDULE
DEARDORFF, JEFF B6	1 ALGEBRA II - 9 2 PLAN 3 ALGEBRA I 4 STUDYHALL 5 ALGEBRA I 6 ALGEBRA II - 9 7 SETOP ALG/TRIG 8 SETOP ALG/TRIG	1 ALGEBRA II - 9 2 PLAN 3 ALGEBRA I 4 STUDYHALL 5 ALGEBRA I 6 ALGEBRA II - 9 7 SETOP ALG/TRIG 8 SETOP ALG/TRIG
GENUNG, RICHARD A35	1 ALGEBRA II - 9 2 PLAN 3 ALGEBRA I 4 STUDYHALL 5 ALGEBRA I 6 ALGEBRA II - 9 7 SETOP ALG/TRIG 8 SETOP ALG/TRIG	1 ALGEBRA II - 9 2 PLAN 3 ALGEBRA I 4 STUDYHALL 5 ALGEBRA I 6 ALGEBRA II - 9 7 SETOP ALG/TRIG 8 SETOP ALG/TRIG
JONES, CHUCK A29	1 ALGEBRA II - 9 2 PLAN 3 ALGEBRA I 4 STUDYHALL 5 ALGEBRA I 6 ALGEBRA II - 9 7 SETOP ALG/TRIG 8 SETOP ALG/TRIG	1 ALGEBRA II - 9 2 PLAN 3 ALGEBRA I 4 STUDYHALL 5 ALGEBRA I 6 ALGEBRA II - 9 7 SETOP ALG/TRIG 8 SETOP ALG/TRIG

MATHEMATICS 2001-2002

7

MEHOK DOUG	A38B	STANFORD, SALLY	A37	WILLISON, JOANNE	B8	1ST SEMESTER SCHEDULE
1 GEN MATH II	D3	ALGEBRA I		GEN MATH I		2 PLAN
3 ALGEBRA II	B31	BASIC GEOMETRY		GEN MATH I		PLAN
4 GEN MATH II	D3	INTR TRIG/ALG 2		GEOMETRY - ACD		GEOMETRY - ACD
5 CALCULUS - ACD	A38	INTR TRIG/ALG 2		GEOMETRY - ACD		CAFETERIA DUTY
6 CAFE DUTY-A&C LUNCH-B		STUDYHALL	B29	CAFETERIA DUTY		ALG III/TRIG
7 ALGEBRA II	A38	BASIC GEOMETRY		ALG III/TRIG		8 GEN MATH II
8 GEN MATH II	C18	INTR TRIG/ALG 2		ALG III/TRIG		2ND SEMESTER SCHEDULE
1 GEN MATH II	D3	ALGEBRA I		GEN MATH I		2ND SEMESTER SCHEDULE
3 ALGEBRA II	B31	BASIC GEOMETRY		GEN MATH I		2ND SEMESTER SCHEDULE
4 GEN MATH II	D3	INTR TRIG/ALG 2		GEOMETRY - ACD		2ND SEMESTER SCHEDULE
5 CALCULUS - ACD	A38	INTR TRIG/ALG 2		GEOMETRY - ACD		2ND SEMESTER SCHEDULE
6 CAFE DUTY-A&C LUNCH-B		STUDYHALL	B29	CAFETERIA DUTY		2ND SEMESTER SCHEDULE
7 ALGEBRA II	A38	BASIC GEOMETRY		ALG III/TRIG		2ND SEMESTER SCHEDULE
8 GEN MATH II	C18	INTR TRIG/ALG 2		ALG III/TRIG		2ND SEMESTER SCHEDULE
1 GEN MATH II	D3	ALGEBRA I		GEN MATH I		2ND SEMESTER SCHEDULE
3 ALGEBRA II	B31	BASIC GEOMETRY		GEN MATH I		2ND SEMESTER SCHEDULE
4 GEN MATH II	D3	INTR TRIG/ALG 2		GEOMETRY - ACD		2ND SEMESTER SCHEDULE
5 CALCULUS - ACD	A38	INTR TRIG/ALG 2		GEOMETRY - ACD		2ND SEMESTER SCHEDULE
6 CAFE DUTY-A&C LUNCH-B		STUDYHALL	B29	CAFETERIA DUTY		2ND SEMESTER SCHEDULE
7 ALGEBRA II	A38	BASIC GEOMETRY		ALG III/TRIG		2ND SEMESTER SCHEDULE
8 GEN MATH II	C18	INTR TRIG/ALG 2		ALG III/TRIG		2ND SEMESTER SCHEDULE

MATHEMATICS 2001-2002

8

ACHENBACH, KEN	B9	BROWN, SEAN	FROELICH, DOREEN	C11	1ST SEMESTER SCHEDULE
1 AP EUR HISTORY	PSYCHOLOGY	D8	US/PA HISTORY - ACL		
2 AP EUR HISTORY	PSYCHOLOGY	A29	US/PA HISTORY - ACD		
3 US SIN CW - GEN	PSYCHOLOGY	C5	STUDYHALL - CAFETERIA		
4 AP EUR HISTORY	PLAN		US/PA HISTORY - GEN		
5 AP CONFERENCE	WORLD CULT. - ACD	D16	US/PA HISTORY - ACL		
6 US HISTORY II	WORLD CULT. - ACD	A37	US/PA HISTORY - ACD		
7 AP EUR HISTORY	DOOR DUTY - A WING		US/PA HISTORY - ACD		
8 PLAN	WORLD CULT. - ACD	C11	PLAN		
1 AP EUR HISTORY	PSYCHOLOGY	D8	US/PA HISTORY - ACL		
2 AP EUR HISTORY	PSYCHOLOGY	A24	US/PA HISTORY - ACD		
3 US SIN CW - GEN	PSYCHOLOGY	C5	STUDYHALL - CAFETERIA		
4 AP EUR HISTORY	PLAN		US/PA HISTORY - GEN		
5 AP CONFERENCE	WORLD CULT. - ACD	D16	US/PA HISTORY - ACL		
6 US HISTORY II	WORLD CULT. - ACD	A37	US/PA HISTORY - ACD		
7 AP EUR HISTORY	DOOR DUTY - A WING		US/PA HISTORY - ACD		
8 PLAN	WORLD CULT. - ACD	C11	PLAN		
1 AP EUR HISTORY	PSYCHOLOGY	D8	US/PA HISTORY - ACL		
2 AP EUR HISTORY	PSYCHOLOGY	A29	US/PA HISTORY - ACD		
3 US SIN CW - GEN	PSYCHOLOGY	C5	STUDYHALL - CAFETERIA		
4 AP EUR HISTORY	PLAN		US/PA HISTORY - GEN		
5 AP CONFERENCE	WORLD CULT. - ACD	D16	US/PA HISTORY - ACL		
6 US HISTORY II	WORLD CULT. - ACD	A37	US/PA HISTORY - ACD		
7 AP EUR HISTORY	DOOR DUTY - A WING		US/PA HISTORY - ACD		
8 PLAN	WORLD CULT. - ACD	C11	PLAN		
1 AP EUR HISTORY	PSYCHOLOGY	D8	US/PA HISTORY - ACL		
2 AP EUR HISTORY	PSYCHOLOGY	A29	US/PA HISTORY - ACD		
3 US SIN CW - GEN	PSYCHOLOGY	C5	STUDYHALL - CAFETERIA		
4 AP EUR HISTORY	PLAN		US/PA HISTORY - GEN		
5 AP CONFERENCE	WORLD CULT. - ACD	D16	US/PA HISTORY - ACL		
6 US HISTORY II	WORLD CULT. - ACD	A37	US/PA HISTORY - ACD		
7 AP EUR HISTORY	DOOR DUTY - A WING		US/PA HISTORY - ACD		
8 PLAN	WORLD CULT. - ACD	C11	PLAN		

SOCIAL STUDIES 2001-2002

SCIENCE 2001-2002

1. White copy remains with teacher.
 2. Yellow copy to principal.
 3. Pink copy to personnel file.
- *Indicates copy has been received; not necessarily in agreement with observer. Written response may be attached.

Teacher's Signature: _____
 Observer's Signature: _____
 Title: Assistant Principal
 Conference Date: 12/16/01
 Enclosures: Yes ☒ No ☐

1. Maintains accurate records
 2. Control and discipline - firm, fair, and sympathetic
 3. Establishes/follows classroom routines and procedures
 4. Attention to health and safety needs of students
 5. General order and cleanliness of room
 6. Effectiveness of seating & furniture
 7. Use of bulletin boards and/or displays
 8. Maintains accurate records

Personal Characteristics
 1. Demonstrates sound instructional judgment
 2. Gives attention to personal grooming and dress
 3. Exhibits: polite, composed, enthusiastic, and sense of humor
 4. Encourages good work/study habits
 5. Encourages student involvement - participate actively
 6. Encourages student interaction
 7. Maintains consistency when working with students
 8. Demonstrates courtesy and tact
 9. Teacher - Student Interaction

Instructional Techniques/Effectiveness
 1. Command of written and spoken English
 2. Introduction and motivation
 3. Teaching strategies appropriate to lesson/objective
 4. Provisions for: auditory, visual, and tactile instruction
 5. Illustrates/motivates the concept or skill
 6. Vocabulary appropriate to group
 7. Questions stimulate thought
 8. Learning experience consistent with purpose/planning
 9. Students encouraged with appropriate reinforcement
 10. Teacher awareness of student understanding of lesson objectives
 11. Time on task
 12. Summary and closure
 13. Assignment/homework - applicable and clearly stated

Preparation - Planning
 1. Lesson plans evident
 2. Planning reflects lesson objectives and activities
 3. Aim or purpose - clear and attainable
 4. Provisions for different ability levels
 5. Instructional materials readily available
 6. Materials reflect creativity and resourcefulness
 7. Teacher's knowledge of lesson content

KEY: S - Satisfactory NA - Not Applicable
 IN - Improvement Needed * - See Written Comment

Teacher's Name: CLAUDETTE DE LOY Date: 12/13/01
 School: MASH Grade/Subject: SPANISH II
 Length of Observation: From 11:30 To 12:05 Period 5 Visit # 2

REPORT OF CLASSROOM VISITATION

Observation Summary

CRAWFORD CENTRAL SCHOOL DISTRICT

EXHIBIT

44

* Refused to Sign

1. White copy remains with teacher.
 2. Yellow copy to principal.
 3. Pink copy to personnel file.
- *Indicates copy has been received/ not necessarily in agreement with observer. Written response may be attached.

Teacher's Signature: _____

Observer's Signature: _____

Title: Assistant Principal
 Conference Date: 3/12/02



COMMENTS & RECOMMENDATIONS

- (S) Maintains accurate records
- (M) Use of bulletin boards and/or displays
- (S) Effectiveness of seating & furniture
- (S) General order and cleanliness of room
- (S) Attention to health and safety needs of students
- (M) Establishes/follows classroom routines and procedures
- (M) Control and discipline - firm, fair, and sympathetic

- (S) Exhibits: polite, composed, enthusiastic, and sense of humor
- (S) Gives attention to personal grooming and dress
- (S) Demonstrates sound instructional judgment

- (S) Encourages good work/study habits
- (S) Students' involvement - participate actively
- (S) Encourages student interaction
- (M) Maintains consistency when working with students
- (S) Demonstrates courtesy and tact

Teacher - Student Interaction

- (S) Assignment/Homework - applicable and clearly stated
- (M) Summary and closure
- (S) Time on task
- (M) Teacher awareness of student understanding of lesson objectives
- (S) Students encouraged with appropriate reinforcement
- (S) Learning experience consistent with purpose/planning
- (S) Questions stimulate thought
- (S) Vocabulary appropriate to group
- (S) Illustrates/makes the concept or skill
- (S) Provides for: auditory, visual, and tactile instruction
- (S) Teaching strategies appropriate to lesson/objective
- (M) Introduction and motivation
- (S) Command of written and spoken English

Instructional Techniques/Effectiveness

- (S) Teacher's knowledge of lesson content
- (S) Materials reflect creativity and resourcefulness
- (S) Instructional materials readily available
- (S) Provisions for different ability levels
- (S) Aim or purpose - clear and attainable
- (S) Planning reflects lesson objectives and activities
- (S) Lesson plans evident

Preparation - Planning

KEY: S - Satisfactory NA - Not Applicable IN - Improvement Needed

Length of Observation: From 9:42 To 10:27 Period 3 Visit # 3

School: MASH Grade/Subject: SPANISH I

Teacher's Name: CLAUDETTE DE LEON Date: 3/7/02

REPORT OF CLASSROOM VISITATION

Observation Summary

CRAWFORD CENTRAL SCHOOL DISTRICT

6/2/02



Meadville Area Senior High School

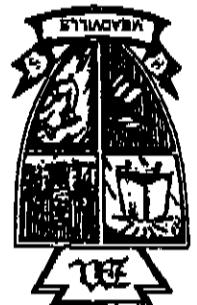
930 North Street
Meadville, Pennsylvania 16335-2199
Telephone: (814) 336-1121
Fax: (814) 337-1486

George H. Deshner
Principal
John C. Higgins
Assistant Principal
James T. Morgan Jr.
Assistant Principal
Don C. Apel
Guidance Director
John S. Wells
Athletic Director

1. You show consistency with the presentation of your objectives. You always write the objectives of the days lesson on the board and cover briefly the planned activities.
2. I really liked the approach you used to help one student remember the Spanish terms on the board. You suggested that he create a rap song that incorporated the terms. Putting these Spanish terms to music is an effective mnemonic device.
3. I noticed that you changed your entire agenda for the day, because I was in the classroom to observe. The students were noticeably upset by this turn of events, and one student asked if it was because Mr. Higgins was in the room. You told the student, "Yes". You then started the days lesson. By changing your agenda many students became unmotivated to learn right from the start of the days lesson. Further, some students came unprepared in anticipation of watching a movie. I do not have a problem with a teacher changing their lesson plans to enhance their curriculum, but would appreciate that you do not change your agenda on account of my presence in the classroom.

4. I observed many students throughout the lesson not paying attention to you. Some students were drawing, writing notes or just sitting there doing nothing at all. You needed to be more aware of these students and involve them as much as possible in the lesson.
5. With about eight minutes to go in class, a student attempts to interrupt you by asking out loud if you were going to check homework today. You ignore him and continue teaching. He then raises his hand and you call on him. He asks again and you say "Yes". With five minutes left, some students start closing books while others get up and throw papers and gum away without permission. You stop teaching and begin checking homework. The bell rings and students leave while you are still checking the homework of a few students.

Some suggestions for closing your lesson. First, make sure students are aware of your classroom rules. (Ex. Students must raise hand before being called on, come prepared, etc.) If you need to spend some class time reviewing rules with the class, then do so. Second, check homework at the beginning of the period or tell students it will be checked first thing the next class period. Finally, students do not decide when class is over, you do. If you feel giving them a little free time at the end of the period will help motivate them to stay on task until after you summarize your lesson, then give it a try.



Meadville Area Senior High School

930 North Street
Meadville, Pennsylvania 16335-2199
Telephone: (814) 336-1121
Fax: (814) 337-1486

George H. Deshner
Principal
John C. Higgins
Assistant Principal
James T. Morgan Jr.
Assistant Principal
Don C. Apel
Guidance Director
John S. Wente
Athletic Director

6. I observed you reprimand a student at the front of the room for not following the lesson. She angrily showed you her paper that she had been writing notes on from the board. Another student at the back of the room sat almost the entire period with no book or pencil and his feet propped up on a chair. When you finally did speak to him you did mention that he needed to be prepared, but in affect rewarded him by patting him up with the student sitting next to him. I observed that he borrowed a pen and began drawing in his trapper keeper.

I feel consistency in working with students is key to good classroom management. Students are aware of what other students are doing in the classroom and what the teacher is doing in regards to how they are disciplined.

7. I observed a female student rudely tell you that you needed to move to the side, because you were blocking her view of the board. You did not address the way this student spoke to you, but instead told her to see you after class for being unprepared. When the period was over the student left without meeting with you and you failed to remind the student to stay after. Once again, I feel that consistency is the key. First, make sure to address the immediate problem. In this case, the student should have been made aware immediately that the way she addressed you was unacceptable. Second, you gave her a directive to stay after class for being unprepared. Remember, the rest of the class also heard this and noticed that she did not follow your directives. It is imperative that you follow through on your directives. Failure to do so undermines your position as the authority figure in the classroom.

8. I observed that your lesson was interrupted on three occasions by students wanting to use the restroom. I understand that the occasional emergency does arise, but for the most part students can control the need to use the restroom. These constant interruptions disrupt the classroom routine and cause other students to lose their focus while you write out a hall pass. I would suggest establishing a hall pass procedure where students are limited to when they could ask for a hall pass. For example, the first five minutes of class when you are checking homework or during an activity. I would make it very clear that no passes would be given during the lesson.